



A STUDY ON ORGANIZATIONAL CLIMATE IN RELATION TO DIFFERENT TYPES OF SECONDARY SCHOOLS AND THEIR LOCALITY

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ABSTRACT

A number of researchers have brought out the importance of organizational climate as one of the factors affecting student's learning, teacher's behaviour, their personality and qualities such as their attitude and accountability towards school teaching and other work along with achievements of the organization. In their original study, Halpin and Croft (1963) found that the schools varied in their climate profiles. The main objective of this study was to make a comparison among different types of secondary schools in relation to their locality and organizational climate. The investigator formulated the null hypotheses and used Normative Survey Method and multi-stage random sampling method. 900 teachers were selected randomly from schools selected from different districts of Bareilly region. The investigator used the Organizational Climate Description Questionnaire (OCDQ) of Sharma (1973). The data was analyzed by using one way & two way analysis of variance (ANOVA). Further, 't' test was used to find out the significant difference between the two groups of comparisons. The study has revealed that Govt. and Aided school teachers were significantly differ on seven out of eight dimensions of organizational climate Questionnaire. Govt. School teachers were perceived less spirited, less controlled and treated with less humanly manner by their principals than Aided school teachers. Public schools have scored higher mean values than their counterparts of Govt and Aided schools. In comparison to Govt and Aided schools, the climate of Public schools was perceived more 'open'.

KEYWORDS: Organizational Climate, Types of Secondary Schools, Locality.

INTRODUCTION:

The concept of schools having distinctive climate is not new. School climate refers to the deep patterns of values, beliefs and traditions that have been formed over the course of the school's history and which are understood by the members of the school community (Deal and Peterson, 1999; Heckman, 1993; Schein, 1985; Stolp and Smith, 1995). The term 'organizational climate' has been variously understood in many ways such as, 'the school culture', 'the zeal', 'the atmosphere', 'the environment', 'the feel', 'the condition prevailing', and 'the tone of the institution'. According to Sullivan (1947) the organizational climate is 'the catholic pattern giving identity to subgroups and the interpersonal relations in a living organization. Gupta (1983) considered it as 'employees' subjective impressions or perceptions of their organization. Argyris (1957) calls this the 'living system' of the organization, analogously; Halpin (1963) states, 'What personality is to individual, organizational climate is to the organization'.

In their original study, Halpin and Croft (1963) found that the schools varied in their climate profiles. In some schools, teachers thought morale was high, while in others, somewhat lower. In some schools, the principal was rated high in consideration, contrarily in others, their principal evidenced less considerate. In their research article, presented in annual conference at the Australian Association for Research in Education, Melbourne, Kerry Barnett, John Mc Cornick and Robert Coners (1999) quoted that if we are serious about school reform making a difference to the learning and motivation of students, we need a much better understanding of school culture and educational leadership, and the ways they are interrelated, because research indicates that both are critical to reform or to improve (Sashkin and Walberg, 1993; Sergio Vani, 1996; Stoll & Fink, 1996).

In India, study conducted by Noorjahan and Thiagrajan (1998) revealed that out of thirteen schools, there were only five schools having democratic and remaining eight were having autocratic climate. Natrajan and Dandapani (2003) concluded that Open climate schools were found more in number in public sector while more government schools were found to have closed climate.

OBJECTIVES OF THE STUDY:

The objectives of the study were:

- To compare the organizational climate of the three different types of secondary schools (Govt/Aided/Public)
- To study the organizational climate of the secondary schools situated in different localities (Urban/Rural)
- To study the combined effect of locality and type of schools on organizational climate.

HYPOTHESES OF THE STUDY:

The investigator formulated the following null hypotheses:

- Type of school does not affect significantly the organizational climate of the secondary schools.
- Locality does not affect significantly the organizational climate of the schools.

- There is no significant difference amongst secondary schools of various types and localities in reference to their organizational climate.

MATERIAL AND METHOD

Method: To achieve the objectives of the study the Normative Survey Method was applied by the researchers.

Variables: Type of school and locality were independent variables while organizational climate was dependent variable. Population: The population was constituted of all teachers who were working in different types of secondary schools located in rural and urban areas of Bareilly region. Bareilly region comprises of four districts – Bareilly, Shahjahanpur, Pilibhit and Badaun

Sample and sampling Technique: In the present study multi-stage random sampling method has been adopted. Finally, 900 teachers were selected randomly from schools selected from different districts of Bareilly region.

Tool: The investigator used the Organizational Climate Description Questionnaire (OCDQ) of Sharma (1973). Dimensions of OCDQ are grouped under two categories—group's behavior (Disengagement, Alienation, Spirit and Intimacy) and leader's behaviour characteristics (Psycho Physical Hindrance, Control, Production Emphasis and Humanized Thrust)

Statistical Treatment: In order to test the hypotheses discussed earlier, the data was analyzed by using one way & two way analysis of variance (ANOVA). Further, 't' test was used to find out the significant difference between the two groups of comparisons.

RESULTS AND DISCUSSIONS:

The analysis of the results, related to each hypothesis are given below:

Table 1: Variance among different Types of Schools (Govt./Aided/Public) in relation to Organizational Climate (OC)

Dimensions of OC variable	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
(i) Disengagement	Between Groups	2623.80	2	1311.90	71.29**
	Within Groups	16504.78	897	18.40	
(ii) Alienation	Between Groups	701.58	2	350.77	91.58**
	Within Groups	3432.10	897	3.83	
(iii) Espirit	Between Groups	1179.79	2	589.99	32.88**
	Within Groups	16093.80	897	17.94	
(iv) Intimacy	Between Groups	770.67	2	385.33	14.91**
	Within Groups	23186.49	897	25.85	
(v) Psycho Physical Hindrance	Between Groups	186.09	2	93.05	5.01**
	Within Groups	16664.10	897	18.58	
(vi) Control	Between Groups	4376.88	2	2188.44	319.01**
	Within Groups	6148.98	897	6.86	

Dimensions of OC variable	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
(vii) Production Emphasis	Between Groups Within Groups	1009.03 11021.37	2 897	504.51 12.29	41.06**
(viii) Humanized Thrust	Between Groups Within Groups	6032.06 62775.83	2 897	3016.03 69.98	43.10**
Total	Between Groups Within Groups	43001.31 126551.3	2 897	21500.65 141.08	152.40**

** Significant at 0.01 level.

The study of Table-1 clearly indicates variance among different Types of Schools on various dimensions of organizational climate Questionnaire grouped under both categories-group's behaviour and leader's behaviour characteristics were highly significant. It was observed that in all the dimensions of organizational climate, the different types of schools were varied significantly at 0.01 level of confidence. However, the value of variance was found highest for the dimension Control ($F=319.01, p=0.01$) followed by Alienation ($F=91.58, p=0.01$) and Disengagement ($F=71.29, p=0.01$). The variance was found marginal among different Types of Schools on the dimension Psycho-Physical Hindrance ($F=5.01, p=0.01$). Further, to find out the differences in mean scores on different components of OC between two groups of different types of schools, t' test was used.

Table 2: Variance between two groups of Schools on different dimensions of Organizational Climate (OC)

Dimensions of OC	Govt. (G) Vs Aided (A)		Govt. (G) Vs Public (P)		Aided (A) Vs Public (P)	
	Mean Difference	't'	Mean Difference	't'	Mean Difference	't'
(i) Disengagement	1.72 (G>)	5.97**	2.62 (P>)	6.46**	4.34 (P>)	10.11**
(ii) Alienation	0.09	0.58 n.s	2.08 (P>)	12.85**	1.99 (P>)	12.61**
(iii) Espirit	2.65 (A>)	6.98**	1.45 (P>)	3.80**	1.20 (A>)	3.12**
(iv) Intimacy	1.20 (A>)	3.33**	1.12 (G>)	2.32*	2.32 (A>)	4.83**
v) Psycho- physical Hindrance	0.77 (G>)	2.85**	1.13 (G>)	2.65**	0.36 ns	0.79 ns
(vi) Control	2.69 (A>)	15.09**	5.75 (P>)	23.75**	3.06 (P>)	11.82**
(vii) Production Emphasis	1.70 (A>)	7.22**	2.66 (P>)	8.04**	0.96 (P>)	2.74**
(viii) Humanized Thrust	5.84 (A>)	9.99**	1.75 (P>)	2.27*	4.09 (A>)	5.05**
Total	13.68 (A>)	14.83**	15.57 (P>)	15.89**	1.89 (P>)	1.99*

** Significant at 0.01 level.; * Significant at 0.05 level.; ns - Not Significant

The results in Table-2 indicate that in maximum cases of comparisons, significant differences were found between the two groups of comparisons Govt Vs Aided, Govt Vs Public or Aided Vs Public schools. This indicates that type of school affects significantly the organizational climate of the secondary school. In case Govt. Vs Aided school, the significant variation was found on the seven dimensions out of eight dimensions of OC i.e. Disengagement ($t=5.97, p=0.01$), Espirit ($t=6.98, p=0.01$), Intimacy ($t=3.33, p=0.01$), Psycho-Physical Hindrance ($t=2.85, p=0.01$), Control ($t=15.09, p=0.01$), Production Emphasis ($t=7.22, p=0.01$) and Humanized Thrust ($t=9.99, p=0.01$).

As far as Alienation dimension was considered, both Govt. and Aided teachers had expressed similar opinion on this dimension of organizational climate. On the basis of the mean values obtained by Govt. and Aided school teachers on different dimensions of OC, it was found that teachers of Govt. schools showed more disengaged behavior and psycho-physical hindrances than their Aided school counterparts. Further, Table-2 shows that these teachers of Govt. schools were found, less espirtful, less controlled and less humanized, as well as they were found less productive rather than aided school teachers. On the other hand, teachers of Aided schools were found less disengaged, less controlled, more espirtful, more intimate in relationship and more productive. They had perceived their leader as more humanitarian than their counterparts of Govt. school teachers.

The analysis of group behaviour characteristics reveals that public school teachers had shown highest degree of disengagement and alienation in behaviour towards their colleagues, while the Aided school teachers were found most espirtful and intimate in relationship with other school members. Further, the analysis of leader's behaviour characteristics indicates that public school teachers had perceived their leaders (principals) as most authoritarian and task oriented in behavior, while the aided school teachers found their leaders as most humanitarian with their subordinates. On overall organizational climate variable, again the variation between Govt. Vs Aided schools was remarkably significant ($t=14.83, p=0.01$). Comparison of mean values on overall organizational climate, it was revealed that teachers of aided schools had perceived their organizational climate as open.

Further, on comparing the pair of Govt. Vs Public school teachers, they were found to differ significantly on every dimension of organizational climate Questionnaire i.e. Disengagement ($t=6.46, p=0.01$), Alienation ($t=12.85, p=0.01$), Espirit ($t=3.80, p=0.01$), Intimacy ($t=2.32, p=0.05$), Psycho-physical Hindrance ($t=2.65, p=0.01$), Control ($t=23.75, p=0.01$), Production Emphasis ($t=8.04, p=0.01$) and Humanized Thrust ($t=2.27, p=0.05$). However, the value of significant difference was found highest on the dimension Control ($t=23.75, p=0.01$), followed by Alienation ($t=12.85, p=0.01$) and Production Emphasis ($t=8.04, p=0.01$). However, differences were found marginal between teachers of Govt. and Public schools, on the dimensions Intimacy and Humanized Thrust ($t=2.32$ & $2.27, p=0.05$ respectively). Data presented in Table-2 also reveals that teachers of these two groups – Govt. Vs Public, varied significantly on overall Organizational Climate ($t=15.89, p=0.01$). The mean difference ($M1M2=15.57$) further indicates that teachers of public schools had perceived their organizational climate as more open than their govt. school counterparts. It is interesting that though teachers of public schools feel more disengagement, more alienation and highest control rather than govt. teachers, but they had expressed favorable opinion

about their organizational climate. In reference to govt. teachers the situation was found reverse, they had perceived their climate as 'closed'. Similarly, Natrajan & Dandpani (2003) reported that most of the schools of govt sector were found to have closed climate.

The analysis of variation between teachers of Aided Vs Public schools, reveals that teachers of both groups-- Aided Vs Public, were not differ significantly, at any level of confidence on dimension Psycho-Physical hindrance ($t=0.79, n.s.$), while on other dimensions of organizational climate variable, these teachers varied significantly i.e. Disengagement ($t=10.11, p=0.01$), Alienation ($t=12.61, p=0.01$), Espirit ($t=3.12, p=0.01$), Intimacy ($t=4.83, p=0.01$), Control ($t=11.82, p=0.01$), Production Emphasis ($t=2.74, p=0.01$) and Humanized Thrust ($t=5.05, p=0.01$). Between these two groups, the highest significant difference was shown on dimension-- Disengagement ($M1M2=4.34$) followed by Humanized Thrust ($M1M2=4.09$) and Control ($M1M2=3.06$). On overall organizational climate variable, the variance between Aided Vs Public school's teachers was found marginally significant ($t=1.99, p=0.05$).

Further, when the mean scores on Organizational Climate Questionnaire of these three types of schools – Govt. Aided and Public, were compared, it was found that mean scores of Public school's teachers, was higher than Aided as well as Govt. school teachers.

Though, teachers of Public schools were found highly disengaged and aligned in group behaviour and highly controlled by their leaders (principals) which comprises high task and low relationship in organization and denotes as 'authoritarian' style of leadership but they had perceived their school climate as open, while, in comparison of public schools, teachers of Govt. and Aided schools were less disengaged in group as well as less controlled by their principals, but they had perceived their climate as 'closed'. Similar finding was reported by Natrajan and Dandpani (2003) that open climate schools were more in private sector, while the most of the schools of govt. sector were found to have closed climate. Finally, on the basis of this finding, the first hypothesis stated that type of school does not affect significantly the organizational climate of the secondary schools, can be rejected. It can be inferred that type of school is a major determinant of organizational climate.

Table 3: Mean score of teachers of different Locality on different dimensions of Organizational Climate (OC) Questionnaire

Dimensions of OC	Urban (U) N=427		Rural (R) N=473		't' value	Mean difference
	M1	S.D ¹	M2	S.D ¹		
(i) Disengagement	15.27	3.91	15.87	5.16	1.96*	0.60 (R>)
(ii) Alienation	7.85	1.99	8.80	2.18	6.79**	0.95 (R>)
(iii) Espirit	17.65	4.32	16.68	4.39	3.33**	0.97(U>)
(iv) Intimacy	22.59	4.96	21.32	5.27	3.70**	1.27(U>)
(v) Psycho-physical Hindrance	18.28	3.85	18.31	4.72	0.09 n.s	0.03
(vi) Control	14.10	3.04	14.79	3.70	3.04**	0.69(R>)

Dimensions of OC	Urban (U) N=427		Rural (R) N=473		't' value	Mean difference
	M1	S.D ¹	M2	S.D ²		
(vii) Production Emphasis	17.08	3.91	16.06	3.27	4.26**	1.02(U>)
(viii) Humanized Thrust	31.92	7.52	30.15	9.65	3.05**	1.77(U>)
Total	142.73	14.43	138.05	13.09	5.09**	4.68(U>)

**Significant at 0.01 level; *Significant at 0.05 level

The result of analysis of Table-3 depict that when the mean scores of urban school teachers on different dimensions of organizational climate were compared with the mean scores of rural teachers, it was found that they both were almost similar on dimension- Psycho-physical hindrance ($t=0.09$ n.s). It infers that, as far as psycho-physical hindrance was considered, both urban and rural teachers had expressed more or less similar opinion on this dimension of organizational climate Questionnaire. But, these urban vs rural school teachers, varied significantly on remaining seven dimensions of organizational climate i.e. Disengagement ($t=1.96$, $p=0.05$), Alienation ($t=6.79$, $p=0.01$), Espirit ($t=3.33$, $p=0.01$), Intimacy ($t=3.70$, $p=0.01$), Control ($t=3.04$, $p=0.01$), Production Emphasis ($t=4.26$, $p=0.01$) and Humanized thrust ($t=3.05$, $p=0.01$). It is also apparent that in view of overall Organizational Climate, teachers of urban locality were differ significantly ($t=5.09$, $p=0.01$) with their rural counterparts. Teachers of rural locality were found more disengaged and more alienated, less spirited and less intimate in group relationships, reversely the urban teachers were less disengaged, less alienated, more spirited and more intimate in relations with other group members.

In reference to leader's behaviour characteristics, both urban and rural school teachers had perceived similar degree of psycho-physical hindrance, while on other aspects, they had expressed different opinion. Where the rural teachers found their principals highly controlled and less humanitarian in behaviour, the urban teachers had perceived their leaders (principal) as less controlled, more productive and more humanly in behaviour. Teachers of rural locality had perceived their organizational climate as more controlled. While, the teachers of urban locality perceived their organizational climate less disengaged, more spirited and humanized. The above findings reject the second hypothesis that the locality does not affect significantly the organizational climate. This study inferred that locality plays a significant role in determining the organizational climate of the schools. Also Rideout (1975) found that location of the school was significantly related to school climate.

Table 4: Variance among 3x2 groups belonged to different Types of schools (Govt/Aided/Public) and Locality (Urban/Rural) on different dimensions of Organizational Climate Questionnaire

Dimensions of OC	Source of Variation	Sum of Squares	df	Mean Square	F-ratio
i) Disengagement	Between Groups Within Groups	2641.64 16486.94	5 894	528.33 18.44	28.65**
ii) Alienation	Between Groups Within Groups	868.18 3265.46	5 894	173.63 3.65	47.57**
iii) Espirit	Between Groups Within Groups	1432.75 15841.04	5 894	286.55 17.72	16.17**
iv) Intimacy	Between Groups Within Groups	1031.28 22925.88	5 894	206.27 25.64	8.04**
v) Psycho Physical Hindrance	Between Groups Within Groups	192.81 16657.38	5 894	38.56 18.63	2.07 ns
vi) Control	Between Groups Within Groups	4569.96 5955.91	5 894	913.99 6.66	137.23**
vii) Production Emphasis	Between Groups Within Groups	1392.43 10637.98	5 894	278.49 11.90	23.40**
viii) Humanized Thrust	Between Groups Within Groups	7588.80 61219.08	5 894	1517.76 68.48	22.16**
Total	Between Groups Within Groups	45846.05 123706.60	5 894	9169.21 138.37	66.26**

**Significant at 0.01 level; ns - Not Significant

The perusal of data presented in Table –4 reveals that two way analysis of variance, among six groups of different locality and type of schools on various dimensions of Organizational Climate (OC), was highly significant at 0.01 level of confidence on the dimensions – Disengagement ($F=28.65$, $p=0.01$), Alienation ($F=47.57$, $p=0.01$), Espirit ($F=16.17$, $p=0.01$), Intimacy ($F=8.04$, $p=0.01$), Control ($F=137.23$, $p=0.01$), Production Emphasis ($F=23.40$, $p=0.01$), and Humanized Thrust ($F=22.16$, $p=0.01$). The variance was found highest for Control dimension ($F=137.23$, $p=0.01$), and marginal for Intimacy dimension ($F=8.04$, $p=0.01$), but no significant variation was revealed on the fifth dimension of OC Questionnaire i.e.–Psycho-Physical Hindrance ($F=2.07$ n.s). This

indicates that teachers of these three types of schools (Govt/Aided/Public) and locality (Urban/Rural) were almost similar in their opinion in respect to Psycho-Physical Hindrance aspect of organizational climate. But these teachers were varying significantly in group behaviour characteristics e.g.– Disengagement, Alienation, Espirit, Intimacy and leader's characteristics – Control, Production Emphasis, Humanized Thrust as well as on overall Organizational Climate ($F=66.26$, $p=0.01$).

In order to know the differences among these six groups of schools of different types and locality (3x2), their mean scores on every dimension of organizational climate Questionnaire, were analyzed using 't' test and the overall observation has indicated that out of forty eight cases of comparison, insignificant variation was found only in ten cases. This indicates that approximately in seventy nine per cent cases the variation was significant. It infers that locality and type of school collectively play a significant role in affecting the organizational climate of the schools and therefore the third hypothesis stated- There is no significant difference amongst secondary schools of various types and localities in reference to organizational climate, is partially rejected and partially accepted.

FINDINGS AND CONCLUSIONS:

- Except on Alienation dimension, Govt. and Aided school teachers were found significantly differ on seven out of eight dimensions of organizational climate Questionnaire Govt. School teachers were perceived less spirited, less controlled and treated with less humanly manner by their principals than Aided school teachers.
- Govt. & Public school teachers had shown significant variation on each dimension of organizational climate related to both categories-group behavior i.e. Disengagement, Alienation, Espirit, Intimacy, and leaders behaviour characteristics i.e. Psycho- Physical Hindrance, Control, Production Emphasis and Humanized Thrust. Except Intimacy, on each dimension as well as on overall OC Questionnaire, Public school teachers had scored higher mean values, which inferred that the climate of Public school was perceived as more open than Govt. schools.
- In case of Aided & Public schools, teachers were found similar in opinion on Psycho-Physical Hindrance dimension of OC Questionnaire. Whereas, on other dimensions they were found significantly varied.
- The climate of urban schools was perceived as 'Open'. Whereas, due to higher degree of disengagement, alienation and control, climate of rural school was perceived as 'Closed'.
- In comparison to Govt and Aided schools, the climate of Public schools was perceived more 'open'.

Implication:

This study offers opportunity to school principals, working in government, aided and public schools to introspect. It provides help to make self analysis of their leadership behaviour in their respective school situations that will be more suited to their system. Accordingly they can improve relationship with their group members who will ultimately improve their work accountability, attitudes and job satisfaction and affect their sentimental attachment and faithfulness with their work and organization.

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